

## Jesse S Bobo Elementary

495 Powell Mill Road  
Spartanburg, South Carolina 29301

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	386 Students	
<b>Principal</b>	Kenny Blackwood	864-576-2085
<b>Superintendent</b>	Dr. Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Michael Crook	864-576-4212

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	34	80	17

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Below Average	Unsatisfactory	Yes

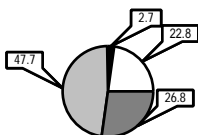
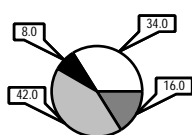
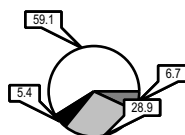
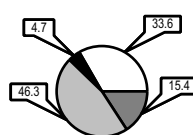
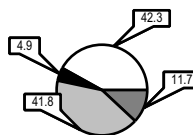
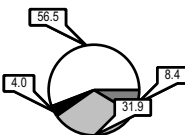
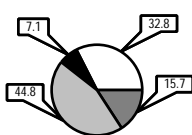
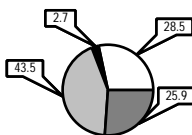
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	168	100.0	22.8	47.7	26.8	2.7	42.3	Yes	Yes
<b>Gender</b>									
Male	83	100.0	32.9	43.4	22.4	1.3	31.6	N/A	N/A
Female	85	100.0	12.3	52.1	31.5	4.1	53.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	46	100.0	9.5	50.0	38.1	2.4	45.2	Yes	Yes
African American	98	100.0	27.9	50.0	19.8	2.3	39.5	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	25.0	37.5	37.5	0.0	43.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	135	100.0	16.7	49.2	30.8	3.3	49.2	N/A	N/A
Disabled	33	100.0	48.3	41.4	10.3	0.0	13.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	22.8	47.7	26.8	2.7	42.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	100.0	19.9	48.9	28.4	2.8	44.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	129	100.0	23.5	52.2	22.6	1.7	37.4	Yes	Yes
Full-pay meals	39	100.0	20.6	32.4	41.2	5.9	58.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	168	100.0	33.6	42.3	16.1	8.1	33.6	Yes	Yes
<b>Gender</b>									
Male	83	100.0	46.1	31.6	14.5	7.9	30.3	N/A	N/A
Female	85	100.0	20.5	53.4	17.8	8.2	37.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	46	100.0	35.7	26.2	16.7	21.4	50.0	Yes	Yes
African American	98	100.0	34.9	48.8	14.0	2.3	24.4	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	18.8	50.0	31.3	0.0	43.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	135	100.0	25.0	46.7	19.2	9.2	40.0	N/A	N/A
Disabled	33	100.0	69.0	24.1	3.4	3.4	6.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	33.6	42.3	16.1	8.1	33.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	100.0	32.6	41.8	17.0	8.5	34.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	129	100.0	37.4	43.5	12.2	7.0	29.6	Yes	Yes
Full-pay meals	39	100.0	20.6	38.2	29.4	11.8	47.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	168	100.0	59.1	28.9	6.7	5.4	12.1
<b>Gender</b>							
Male	83	100.0	63.2	25.0	6.6	5.3	11.8
Female	85	100.0	54.8	32.9	6.8	5.5	12.3
<b>Racial/Ethnic Group</b>							
White	46	100.0	47.6	23.8	9.5	19.0	28.6
African American	98	100.0	68.6	25.6	5.8	0.0	5.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	43.8	56.3	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	135	100.0	55.8	30.8	7.5	5.8	13.3
Disabled	33	100.0	72.4	20.7	3.4	3.4	6.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	59.1	28.9	6.7	5.4	12.1
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	100.0	57.4	29.8	7.1	5.7	12.8
<b>Socio-Economic Status</b>							
Subsidized meals	129	100.0	62.6	26.1	7.0	4.3	11.3
Full-pay meals	39	100.0	47.1	38.2	5.9	8.8	14.7

<b>Social Studies</b>							
All Students	168	100.0	33.6	46.3	15.4	4.7	20.1
<b>Gender</b>							
Male	83	100.0	36.8	43.4	13.2	6.6	19.7
Female	85	100.0	30.1	49.3	17.8	2.7	20.5
<b>Racial/Ethnic Group</b>							
White	46	100.0	26.2	45.2	16.7	11.9	28.6
African American	98	100.0	39.5	46.5	11.6	2.3	14.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	25.0	43.8	31.3	0.0	31.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	135	100.0	29.2	49.2	17.5	4.2	21.7
Disabled	33	100.0	51.7	34.5	6.9	6.9	13.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	33.6	46.3	15.4	4.7	20.1
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	100.0	32.6	46.8	15.6	5.0	20.6
<b>Socio-Economic Status</b>							
Subsidized meals	129	100.0	36.5	45.2	13.0	5.2	18.3
Full-pay meals	39	100.0	23.5	50.0	23.5	2.9	26.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2005</b>	3	57	100.0	29.4	23.5	47.1	0.0	47.1
	4	55	100.0	18.8	50.0	27.1	4.2	31.3
	5	59	100.0	30.0	40.0	30.0	0.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	11.8	43.1	37.3	7.8	45.1
	4	55	100.0	24.0	48.0	28.0	0.0	28.0
	5	53	100.0	33.3	52.1	14.6	0.0	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2005</b>	3	57	100.0	19.6	64.7	13.7	2.0	15.7
	4	55	100.0	27.1	33.3	27.1	12.5	39.6
	5	59	100.0	32.0	46.0	18.0	4.0	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	27.5	49.0	17.6	5.9	23.5
	4	55	100.0	34.0	38.0	14.0	14.0	28.0
	5	53	100.0	39.6	39.6	16.7	4.2	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2005</b>	3	57	100.0	58.8	29.4	11.8	0.0	11.8
	4	55	100.0	56.3	27.1	14.6	2.1	16.7
	5	59	100.0	52.0	38.0	4.0	6.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	54.9	33.3	7.8	3.9	11.8
	4	55	100.0	56.0	28.0	10.0	6.0	16.0
	5	53	100.0	66.7	25.0	2.1	6.3	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2005</b>	3	57	100.0	25.5	51.0	17.6	5.9	23.5
	4	55	100.0	25.0	62.5	8.3	4.2	12.5
	5	59	100.0	40.0	50.0	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	21.6	58.8	13.7	5.9	19.6
	4	55	100.0	32.0	42.0	22.0	4.0	26.0
	5	53	100.0	47.9	37.5	10.4	4.2	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2006</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 386)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.4%	Up from 3.2%	3.8%	2.8%
Attendance rate	96.7%	Down from 97.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.4%	0.0%	0.0%
Eligible for gifted and talented	5.6%	Down from 7.8%	5.3%	10.4%
On academic plans	50.5%	N/AV	46.7%	33.6%
On academic probation	28.3%	N/AV	0.6%	1.0%
With disabilities other than speech	7.3%	Up from 7.1%	7.3%	7.5%
Older than usual for grade	0.6%	No change	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 30)</b>				
Teachers with advanced degrees	56.7%	Down from 60.7%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.2%	N/A	3.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.0%	Down from 83.4%	86.1%	87.3%
Teacher attendance rate	93.1%	Down from 96.4%	94.6%	94.9%
Average teacher salary	\$39,746	Down 1.9%	\$41,533	\$42,485
Prof. development days/teacher	5.8 days	Down from 8.4 days	13.6 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.7 to 1	17.0 to 1	18.6 to 1
Prime instructional time	89.1%	Down from 92.8%	89.1%	89.7%
Dollars spent per pupil*	\$6,106	Up 6.2%	\$7,035	\$6,557
Percent of expenditures for teacher salaries*	64.6%	Down from 65.1%	62.7%	64.0%
Percent of expenditures for instruction*	69.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 98.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	8.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Jesse S. Bobo Elementary School is a culturally diverse school located inside the city limits of southwest Spartanburg and serves as a community school where students in pre-school through fifth grade receive challenging and meaningful instruction from highly qualified teachers. The 2005-2006 school year began with some successes and challenges. During this school year our pre-school program implemented a full day of instruction for our four-year-old students and we continue to meet or exceed all federal requirements set forth by the No Child Left Behind Law.

The continued use of the Measures of Academic Progress (M.A.P.) assessments provided an additional tool to measure student progress for students in grades two through five. The results from M.A.P. gave teachers and parents detailed information to determine each child's strengths and weaknesses in reading, language and math. Analyzing these immediate results allowed us to make instructional changes in order to benefit each individual student as soon as possible.

Our staff is composed of very highly qualified individuals who work hard to provide rigorous instruction based on our state standards and the individual needs of the student. The same individuals assist in providing opportunities for instruction beyond the regular school day. From October to April, we provided a comprehensive after-school remediation program called STAR Academy for more than one hundred students. The Adopt-A-Bear initiative brings nearby college students to our campus to assist in providing instructional services to many of our students.

Our PTO continues to be an integral part of our school successes by providing additional resources to enhance our instructional and positive behavior programs throughout the year such as class volunteers, Bear Buck Celebrations, student incentives, teacher/staff appreciation and classroom supplies.

The commitment of all stakeholders in the Jesse S. Bobo community has assisted in the continued increase of student achievement. We are very proud of our accomplishments and hope you will share in our celebrations. Remember that all Bobo Bears are respectful, responsible and productive.

Kenny Blackwood, Principal  
LuAnn Sawyer, SIC/PTO Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	49	35
Percent satisfied with learning environment	100.0%	77.6%	94.1%
Percent satisfied with social and physical environment	100.0%	81.6%	91.4%
Percent satisfied with school-home relations	80.0%	71.4%	94.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.